

August, 2009

Missouri School Improvement Program

Fifth Cycle

Standards and Indicators Manual

*Accreditation Standards for Public School Districts
in Missouri*

Effective July 1, 2011

Missouri Department of Elementary and Secondary Education

FOREWORD

The State Board of Education first established standards for the classification and accreditation of Missouri's school districts in 1950. Since then, the standards have been reviewed several times and revised periodically to reflect changing conditions in our schools, as well as the changing demands and expectations of citizens and school patrons.

The process of classifying and accrediting school districts took on greater significance when the State Board of Education, in 1990, adopted new classification standards, to be implemented through the Missouri School Improvement Program (MSIP). While the State Board of Education and the Department of Elementary and Secondary Education have a legal mandate to evaluate and classify public schools, the goal of the MSIP process is to promote school improvement within each district and on a statewide basis. The MSIP Standards and Indicators are created to guide school districts in this improvement effort. During the first, second, third, and fourth cycles of MSIP evaluations (1990 to present), this focus on school improvement has stimulated significant progress and change in school districts throughout the state.

The revised standards and indicators included in this booklet represent a continued refinement of the previous standards and promote a stronger emphasis on student achievement and other performance measures. They will guide Missouri's continuing school-improvement efforts as we move through the fifth cycle of MSIP reviews and into the 21st century. Hundreds of Missouri educators worked with state education officials in reviewing the standards and recommending numerous refinements and revisions before the State Board of Education approved the final changes. We gratefully acknowledge all those who contributed to the review process.

Commissioner of Education

Authority: *The Standards and Indicators of the Missouri School Improvement Program are official policies of the State Board of Education and are implemented through the Code of State Regulations (CSR), as authorized by Section 161.092, RSMo. The contents of this publication are "incorporated by reference" as part of Rule 5 CSR 50-345.105.*

TABLE OF CONTENTS

Introduction	4
Performance Standards (K-8 Districts)	5
Achievement (1)	5
Post-Elementary School Status (2)	5
Attendance Rate (3)	5
Performance Standards (K-12 Districts)	5
Achievement (1)	5
Scholastic Preparedness (2)	5
Post-Secondary Preparation (3)	6
Dropout Rate (4)	6
Attendance Rate (5)	6
Process Standards	6
Instructional Design and Practices (6-11)	6
Instructional Support (12-16.)	9
State and Federal Programs (17-20)	11
Leadership and Governance (21-27)	12
Resource Standards	17
Program of Studies (28-30)	17
Class Size/Assigned Enrollments (31)	21
Instructional Support Staff (32-33)	22
Administrative Staff (34-36)	23
Certification/Planning Time (37-38)	25
Instructional Resources (39)	25

INTRODUCTION

The Missouri School Improvement Program is designed to promote excellence in the public schools of the state. The state of Missouri has a dual responsibility for the quality of education provided its citizens. First, it must ensure that all schools meet certain minimum standards. Second, it has a responsibility to see that the schools continue to strive for excellence in an increasingly competitive world. The Missouri School Improvement Program incorporates these two responsibilities.

This document of standards outlines the state's **vision** and **expectations** for a **quality school**. Expectations are described in a nonprescriptive way so each school district has the flexibility and responsibility to explain how it provides quality education. These are the standards from which judgments will be made about the quality of district programs and what steps need to be taken to move to the highest level of excellence.

The standards are organized in three sections: **Performance Standards**, **Process Standards** and **Resource Standards**. The **Performance Standards** include multiple measures of student performance. The standards against which all school districts will be assessed include academic achievement, post-elementary status, scholastic preparedness (ACT), post-secondary preparation, dropout rate and attendance rate. DESE annually collects and analyzes data for those standards as part of the evaluation process.

The **Process Standards** address the instructional and administrative processes used in schools. They include standards on Instructional Design and Practices, Instructional Support, State and Federal Programs, and Leadership and Governance. Each of the Process Standards incorporates multiple criteria and cannot be easily quantified. Therefore, assessment of the Process Standards is accomplished through an on-site review by a team of trained observers.

The **Resource Standards** address the basic requirements that all districts must meet. They are generally quantitative in nature. Some standards are appropriate for all districts. Other standards need to be tailored for districts in different contextual settings. Dual criteria are used comparing the district with "minimums" determined by the State and what is deemed "desirable" as determined by research and/or professional judgment.

An important component of the Missouri School Improvement Program is the district's Comprehensive School Improvement Plan. This plan will guide the district in decision-making about the Process and Resource Standards that should lead to higher student performance.

MISSOURI SCHOOL IMPROVEMENT DRAFT STANDARDS

PERFORMANCE STANDARDS FOR K-8 DISTRICTS

1. **Academic Achievement** - The district administers assessments required by the Missouri Assessment Program to measure academic achievement and demonstrates improvement in the performance of its students over time.
 1. The district's students achieve a high level of performance or demonstrate required improvement in performance on each assessment.
 2. The percent of students tested on each assessment is maintained at a high level.
 3. The district's students identified on each assessment in the free or reduced price lunch subgroup or in a racial/ethnic minority subgroup achieve a high level of performance or demonstrate improvement in that subgroup population's achievement which is equal to or greater than the achievement of the state's non-minority population or non-free or reduced price lunch population.
2. **Post-Elementary School Status** – The district provides adequate post-elementary preparation for all students.
 1. The grade point average of ninth- and tenth-grade students from the elementary district is comparable to the grade point average of ninth- and tenth-grade students from the receiving high school district(s).
3. **Attendance Rate** – The district ensures all students regularly attend school.
 1. The percent of students who attend school is high or demonstrates required improvement.

PERFORMANCE STANDARDS FOR K-12 DISTRICTS

1. **Academic Achievement** - The district administers assessments required by the Missouri Assessment Program to measure academic achievement and demonstrates improvement in the performance of its students over time.
 1. The district's students achieve a high level of performance or demonstrate required improvement in performance on each assessment.
 2. The percent of students tested on each assessment is maintained at a high level.
 3. The district's students identified on each assessment in the free or reduced price lunch subgroup or in a racial/ethnic minority subgroup achieve a high level of performance or demonstrate improvement in that subgroup population's achievement which is equal to or greater than the achievement of the state's non-minority population or non-free or reduced price lunch population.
2. **Scholastic Preparedness** – The district adequately prepares students for success on the ACT.

August, 2009

1. The percent of students who score at or above the national mean on the ACT is high or demonstrates required improvement.
3. **Post-Secondary Preparation - The district provides adequate post-secondary preparation for all students.**
 1. The percent of credits taken by juniors and seniors in Department of Elementary and Secondary Education (DESE)-designated advanced classes is high or demonstrates required improvement.
 2. The percent of credits taken by juniors and seniors in DESE-designated career education programs is high or demonstrates required improvement.
 3. The percent of students who attend postsecondary education or are in the military services within six months of graduating is high or demonstrates required improvement.
 4. The percent of students who complete career education programs approved by the DESE and are placed in occupations relating to their training, continue their education, or are in the military services is high or demonstrates required improvement.
4. **Dropout Rate – The district ensures all students successfully complete high school.**
 1. The percent of students who drop out of school is low or demonstrates required improvement.
5. **Attendance Rate – The district ensures all students regularly attend school.**
 1. The percent of students who attend school is high or demonstrates required improvement.

PROCESS STANDARDS

INSTRUCTIONAL DESIGN AND PRACTICES

6. **The board of education adopts and district staff implement, review and revise a rigorous, guaranteed and viable curriculum for all instructional programs.**
 1. Essential content and skills that all students should know and be able to do have been identified.
 2. Adequate instructional time is available to implement the written curriculum.
 3. The written, taught, and assessed curricula are the same.
 4. The curriculum is rigorous.
 5. The district's curricula are aligned to the Show-Me Standards and related state assessment documents.
 6. The written curriculum contains the following components:
 - a. The district's mission, philosophy and goals;
 - b. A rationale which relates the general goals of each subject area and course to the district's mission and philosophy;
 - c. A general description of the content of each subject area at the elementary level and each secondary level course;
 - d. General goals for graduates in each subject area;
 - e. Major goals or units of study for each course or subject area;
 - f. Specific, measureable objectives to support each unit of study;

August, 2009

- g. Alignment of the measurable learning objectives for each course to the knowledge, skills, and competencies that students need to meet the district's goals and the Show-Me Standards and other state assessment documents;
 - h. Assessments that inform instruction and reflect the intent and rigor of objectives;
 - i. Instructional activities related to student progress toward major goal and objectives;
 - j. Evidence-based teaching strategies to support major goals and objectives;
 - k. Evidence of articulation K-12;
 - l. Date of board of education review and approval for each curriculum.
 7. Written procedures are in place to ensure that the written curriculum is implemented and is a part of the district's evaluation plan.
 8. The district's written curriculum development and revision processes include K-12 vertical teams of instructional staff and administrators (including teachers of all student populations) who meet regularly to ensure articulation.
- 7. The district administers state-required tests and other assessments and uses disaggregated and longitudinal data to inform and adjust curriculum and instructional practices.**
1. The district uses a variety of data (e.g. longitudinal, demographic, diagnostic, and perceptual) to support and inform districtwide decisions.
 2. The board of education annually reviews performance data disaggregated for any subgroup of five or more students at a grade level in order to effectively monitor student academic achievement and dropout/persistence-to-graduation rates.
 3. The district uses disaggregated data to adjust instruction for subgroups and has criteria for evaluating the effectiveness of these adjustments.
 4. The district has a written assessment plan which includes:
 - a. Tests that are used and the purpose for each test;
 - b. Guidelines for including students with disabilities in district testing programs;
 - c. Specific strategies for assessing the Show-Me Standards which are not assessed through the Missouri Assessment Program;
 - d. A description of how assessment results will be used and disseminated;
 - e. Provisions for staff development activities directly related to the assessment program;
 - f. A test security policy.
- 8. Instructional staff use effective assessment practices to monitor student learning and adjust instruction.**
1. Instructional staff use both formative and common summative assessments to monitor student learning and adjust instruction.
 2. Instructional staff routinely discuss common assessment results and other student work in order to make adjustments to curriculum and instruction.
 3. Classroom assessments include the use of higher order thinking and problem-solving skills, as well as complex reasoning skills.
 4. Feedback provided to students and parents from assessments is timely, descriptive and constructive.

9. Instructional staff routinely provide effective instruction designed to meet the needs of all learners.

1. Instructional staff use evidence-based instructional practices to meet the learning needs of all students.
2. Instruction is routinely differentiated to address the needs of all students.
3. Instructional staff routinely use student data to provide interventions to address a continuum of student needs.
4. Comprehensive K-12 literacy instruction is implemented.
5. Technology is used to support instruction and to monitor and assess student learning.
6. All instructional staff are an integral part of the instructional practices in every building.
7. All instructional staff demonstrate effective use of instructional time available.
8. Instructional staff design and use appropriate, meaningful and rigorous learning tasks for all students.
9. Supervision of instruction is a demonstrated priority for building leaders.

10. Professional development drives and supports instructional practices in the district to improve student learning.

1. All staff participate in regularly scheduled professional development as a part of ongoing school-based collaborative teams which are focused on student learning/performance as identified in the Comprehensive School Improvement Plan (CSIP).
2. Professional development promotes the practice of evidence-based skills that improve student achievement.
3. The implementation of new skills is supported through ongoing coaching, mentoring and collaboration.
4. New skills are monitored for fidelity of implementation through observation and supervision of classroom practices.
5. Professional development is evaluated based on its impact on teacher and administrator practices and student achievement.
6. Professional development includes ongoing collaborative lesson design, examination of student work, curriculum development, student assessment results, case studies and action research.
7. The district has a written procedural plan for professional development that includes the following components:
 - a. Professional Development Committee (PDC) policies and procedures (including PDC membership criteria, reimbursement procedures, request procedures, etc);
 - b. Professional development program objectives aligned with the CSIP;
 - c. Evaluation criteria for the overall professional development program;
 - d. Descriptions of the planned professional development activities that are directly related to areas of needed student improvement, a rationale for that focus, and evidence that they are aligned with the district's CSIP;
 - e. Specific mentoring provisions (including a scope and sequence for the program, allocated resources, a description of all participants' responsibilities, and evaluation processes and procedures);
 - f. Provisions for complying with specific professional development program requirements, all rules and regulations, and legislation related to professional development funding.

August, 2009

8. The district provides time and resources for the professional development of all staff members.
- 11. High quality, fully integrated career education is available to all secondary students.**
 1. A system of data collection and evaluation provides the information necessary for program development and continuous improvement resulting in high student achievement.
 2. The career education program has a written curriculum for each sequential course with a balance among classroom/laboratory instruction, leadership, and personal development.
 3. Classroom instruction is aligned to the written curriculum.
 4. The appropriate Career and Technical Student Organization (CTSO) is affiliated with the state and national organization and is an intra-curricular element of the program.

INSTRUCTIONAL SUPPORT

- 12. The district ensures a positive climate for learning through an established focus on academic and behavioral success with high expectations for all students.**
 1. A positive climate is evident in every building.
 2. The district has systems in place to ensure a positive climate for learning in every building.
 3. All staff model expected standards of behavior.
 4. Instructional staff and administrators are accountable for promoting student success and reducing student failure.
 5. Students are actively engaged in learning and take responsibility for their own learning.
 6. Shared vision and responsibility for excellence is evident among all stakeholders.
 7. A well-balanced, comprehensive co-curricular and extracurricular activities program is in place and is aligned to the vision and mission of the district.
- 13. The district provides a safe and orderly environment for all students and staff.**
 1. Students and staff indicate they feel safe at school.
 2. A written code of conduct which specifies acceptable student behavior, consequences, and discipline procedures and which includes appropriate measures to ensure the safety of students to and from school, during school, and during school-sponsored activities is distributed to staff, parents, and students.
 3. Standards of conduct are consistently and equitably enforced by all staff.
 4. Required violence-prevention instruction has been provided for all students.
 5. Data is gathered on student violence and substance abuse, and is used to modify programs and strategies to ensure safe and orderly schools.
 6. Written procedures are in place to proactively identify and prevent potential disruptions to a safe and orderly school climate.
- 14. Library Media Centers (LMC) are an essential and fully integrated part of the instructional program.**
 1. The library media staff collaborate with other instructional staff to integrate LMC resources and services into the instructional program.
 2. A K-12 information literacy curriculum is implemented across all content areas.

August, 2009

3. Students have access to a full range of information and reading resources and services in the LMC.
4. The LMC provides physical access to information and resources for learning.
5. The LMC program is annually evaluated according to the following guidelines:
 - a. A formal goal-setting and budgeting discussion is completed;
 - b. The LMC program is evaluated each year using the accomplishment of the goals as a criterion;
 - c. The district CSIP and building level improvement plans reflect the mission and role of the LMC program to improve student performance;
 - d. The mission, goals, functions and impact of the LMC program are clearly communicated to all stakeholders;
 - e. Collection-analysis techniques targeting instructional needs, cultural diversity, and equity are reviewed for strengths and weaknesses of the LMC collection and to guide new purchases;
 - f. The criteria outlined in the state's library media standards publications are used to evaluate the collection and complete the core data reports on LMC resources.

15. Guidance is an essential and fully integrated part of the instructional program.

1. A districtwide guidance program has been developed and is fully implemented in every building.
2. The K-12 guidance curriculum is in place and integrated into the regular curriculum where appropriate. It is systematically reviewed and revised.
3. An individual planning system assists all students in developing personal plans of study leading to successful transition to post-secondary education and/or employment.
4. All students have access to responsive services that assist them in addressing issues and concerns that may adversely affect their personal, academic, career, personal/social, and mental health development.
5. System support and management activities ensure full implementation and continued improvement of the district's comprehensive guidance program.

16. The district identifies and provides effective learning and behavioral supports for students who may be at risk of school failure.

1. A written process is in place for the early identification and implementation of learning and behavioral supports for students at risk of school failure.
2. Learning and behavioral supports are identified and coordinated at the classroom, building, district and community level.
3. The district uses a variety of student and program data to monitor, evaluate and inform decision-making to identify and implement successful learning and behavioral supports.
4. The district collaborates with community partners to develop systems of support for all students.
5. The district, through collaboration with community partners, provides learning and behavioral supports to address the academic, physical, and mental health barriers impacting student success.

17. Preschool educational activities/programs are available to the district's children.

STATE AND FEDERAL PROGRAMS

- 18. The district provides opportunities for parents/guardians to learn about the intellectual and developmental needs of their children at all ages and to participate constructively in their children's education.**
 1. Parent education activities are provided, as required by the Early Childhood Development Act.
 2. The district actively cooperates with other agencies or school groups (e.g., parent-teacher organizations, Practical Parenting Partnerships, Title I) to provide information related to child development and/or parenting skills.
 3. Formal strategies are in place to include parents/guardians in the educational process, and these strategies have been implemented successfully. These strategies include:
 - a. Informing parents/guardians about the educational programs and services provided in the school(s) their children attend;
 - b. Informing parents/guardians of the learning objectives and goals in their children's classes;
 - c. Providing information/training regarding special education decision-making processes (for parents/guardians of children with disabilities);
 - d. Encouraging parents' participation in their children's education;
 - e. Providing resources that parents and children can use together to support learning.
- 19. The district complies with all provisions, regulations, and administrative rules applicable to each state and federal program which it has implemented.**
- 20. A+ designated high schools provide services to students in accordance with the requirements of the program.**

LEADERSHIP AND GOVERNANCE

21. The board of education has adopted a current set of policies and procedures, meets regularly, and has secured the required training for its members.

1. Policymaking functions are carried out by the board of education, while administrative functions are carried out by the superintendent and the staff. All formal contact between the board of education and the staff is channeled through the superintendent.
2. The board of education has established policies and written procedures are in place to guide district decision-making and to meet federal or state requirements. Policies and procedures are reviewed on a regular basis and reflect current statutory requirements.
3. The board of education meets regularly in accordance with applicable statutes, keeps accurate and complete records of its decisions, and makes the records of all open meetings available for public review.
4. Members of the board of education elected or appointed after August 1993 must complete sixteen (16) hours or more of orientation and training within one (1) year of their election or appointment. The orientation and training program must be approved by the State Board of Education.
5. Board of education members participate in continued training and professional development.

22. The board of education and district leadership ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student.

1. The board of education and district leadership guide the development of a shared vision of student learning and systematically communicate that vision to the entire school community.
2. The board of education and district leadership adopt an organizational mission that drives decision-making at all levels.
3. The board of education and district leadership articulate and promote high expectations for teaching and learning.
4. The board of education and district leadership hold all staff accountable for improving student learning.

23. The board of education and district leadership ensure achievement and success of all students by monitoring and continuously improving all programs and services that support the mission of the district.

1. The board of education reviews the goals and objectives of each program/service at least biennially and makes data-driven decisions about program effectiveness. The district leadership takes action to ensure that these programs efficiently and effectively achieve their goals.
2. The district has a written procedural plan, approved by the board of education, which coordinates the evaluation of all programs and services. This evaluation plan includes:
 - a. Goals and objectives for the programs and services offered;
 - b. Data-driven measures based on the goals and objectives of the programs and services;
 - c. Designated responsible persons for the programs/services;

August, 2009

- d. List of programs/services to be evaluated with timelines for reporting the results of these evaluations to the board of education.
3. The district conducts regular surveys of students and uses that information to inform decisions about its programs and services. This includes, but is not limited to, a survey of students as they leave the district and a follow-up survey of graduates.
4. Patrons, parents, staff, and students have opportunities to serve on committees, including those required by state or federal regulations, to study specific issues and provide feedback on district programs and services.
 - a. Required committees and councils meet and function within their stated mandates.
 - b. The district has a written process for involving its constituents.
5. In collaboration with the community, the board of education and district leadership use evaluation results to create a written, board-approved Comprehensive School Improvement Plan (CSIP) which guides the overall improvement of its educational programs and services.
 - a. The CSIP contains goals, objectives, and strategies in sufficient detail so as to direct the improvement efforts of the district for a three- to five-year period. The CSIP includes, but is not limited to:
 - i. A description of the planning process;
 - ii. The district's mission and vision statements;
 - iii. Strengths and concerns of the district as identified after a thorough needs assessment;
 - iv. Goals and objectives which define specific, measurable results expected to be achieved by the district to improve programs, services, and/or student performance;
 - v. Strategies to be undertaken to realize each goal and objective;
 - vi. If necessary, action steps/activities to be undertaken to realize each strategy;
 - vii. The timeline for implementing each strategy and action-step;
 - viii. A designation of person(s) responsible for implementing and assessing each strategy and action-step;
 - ix. A description of how a district with multiple buildings at given grade levels will provide assistance in developing and implementing building-level school improvement plans;
 - x. Fiscal resources identified and expended in support of district goals/vision.
 - b. There is a written evaluation process for the CSIP, and the CSIP is regularly evaluated and updated.
 - c. Strategies contained in the district's CSIP are being implemented, and student performance is improving.

24. The district ensures the success of all students by managing organizational systems and resources for a safe, high-performing learning environment.

1. The district uses information systems to enhance internal and external communication supporting the district's mission related to improved student performance.
2. District leadership uses evidence-based strategies (e.g., observations, walkthroughs, collaborative teams, mentoring, and adult learning strategies) to develop professional growth plans with instructional staff.
3. The board of education employs staff members in accordance with statutory requirements and local employment policies and procedures.
 - a. The duties and responsibilities of all staff members, including qualifications for the positions, are clearly defined. Job descriptions are developed by types of positions.

August, 2009

- b. Equal employment opportunity practices (and affirmative action policies, where appropriate) are implemented.
- c. The district meets or exceeds the minimum salary requirements set by Missouri statute.
- d. The district's staff evaluation process is performance-based and provides meaningful feedback to improve job performance.
- 4. The community, through the board of education, provides sufficient financial resources to ensure an educational program of quality.
 - a. The board of education regularly reviews the fiscal condition of the district, studies the district's long-term fiscal needs, and ensures the fiscal viability of the district.
 - b. The superintendent prepares an annual budget as required by law and receives input from staff members on this budget.
 - c. The district has an adjusted school-operating levy which meets or exceeds the requirements of Missouri law.
 - d. The district has sufficient financial resources to support effective educational programs and services.
- 5. The board of education establishes policy and the administrators implement procedures to ensure efficient fiscal management and accountability.
 - a. All financial and audit reports are prepared in conformity with state and federal compliance and submitted accurately and in a timely manner to appropriate agencies and authorities.
 - b. The end-of-year balances in all funds are positive and sufficient to ensure fiscal stability for the district. The district did not end a fiscal year with a negative balance in any fund during the last two (2) years.
 - c. The accounting system provides a complete and systematic record of all funds received and expended.
 - d. Written internal procedures are developed for purchasing and inventorying supplies, materials, and equipment.
 - e. The district maintains all Debt Service funds in a separate bank account.
 - f. Fund transfers from the Incidental Fund to the Capital Projects Fund have been made in accordance with DESE guidelines and/or Section 165.011, RSMo.
 - g. The board of education ensures that the chief administrative officer of the district has received training in Missouri school finance and basic accounting principles.
- 6. The district employs appropriate procedures to ensure the accurate and timely reporting of required data to state and federal agencies.
 - a. The district submits data via DESE data collection mechanisms, including but not limited to MOSIS and Core Data, as required for each reporting period.
 - b. The district completes and submits self-monitoring documents to state and federal programs.
 - c. The district reports dropouts to the Missouri Literacy Hotline.
 - d. The district reviews the Annual Performance Report and submits any needed corrections promptly.
 - e. The district reports suspected child abuse and neglect to the Child Abuse or Neglect Hotline.
 - f. The district makes reports required by the Safe Schools Act and the Safe and Drug-Free Schools and Communities Program.
- 7. The district ensures facilities are healthful, adequate in size, clean, well-maintained, and appropriate to house the educational programs of the district.
 - a. All programs and services in the district are housed in appropriate facilities.
 - b. Adequate maintenance services are provided to maintain all educational facilities in a clean, safe, and orderly state.
- 8. The district ensures its facilities are safe.
 - a. Safety and emergency devices are in place and operational.

August, 2009

- b. Staff and students are trained in the safe and proper use of all safety and emergency devices where applicable.
 - c. The district has developed, implemented, and documented safety procedures, which include:
 - i. Safety inspections for buildings and grounds;
 - ii. Appropriate safety/emergency drills;
 - iii. A reporting system for accidents;
 - iv. Security and crisis management plans for each building;
 - v. Violence-prevention training for the staff.
9. The district has developed and implemented a coordinated approach to school health services.
- a. The district has developed and implemented a program of school health services which includes goals and objectives, service activities, coordination with district and community members and an evaluation design.
 - b. The district has a written health services plan and health care services which include:
 - i. Goals and measurable objectives aligned with the CSIP and student performance data;
 - ii. Board-approved written policies on the administration of medication, contagious and infectious diseases, immunizations for school children, confidentiality of health records, and child-abuse reporting;
 - iii. Procedures for first aid and emergency care (including accident-reporting procedures and records of students served) ;
 - iv. Procedures for maintaining up-to-date cumulative health records including immunization records and emergency contact information;
 - v. A mechanism to coordinate and integrate health services program efforts;
 - vi. Procedures for providing comprehensive health screenings, making referrals for identified health problems, and working with families to ensure referral completion;
 - vii. Procedures for monitoring health status of the student population to recognize health concerns and develop strategies to address identified health issues within the student population;
 - viii. Procedures for monitoring students' chronic health problems and for developing strategies for addressing such problems to ensure individual students' academic progress.
 - c. The health services plan and program is reviewed and evaluated by a registered nurse and/or a consulting physician annually.
 - d. Evidence-based health services program improvement strategies have been identified and implemented.
10. The district ensures a school foods program is available which makes at least one nutritionally balanced meal available to all students each day in accordance with Federal and State Child Nutrition Program regulations and guidelines.
11. The district ensures safe and efficient transportation to and from school is provided in compliance with Missouri statutes, regulations, and local board of education policy.
- 25. The board of education, district leadership, and staff ensure the success of all students by collaborating with families and community members who represent diverse interests and needs to mobilize community resources that improve teaching and learning.**
- 1. The board of education, district leadership, and staff systematically and frequently provide information to the public about the condition of school programs.
 - a. The district complies with all state and federal requirements regarding reporting information to the public.
 - b. The district provides current information about the district's programs, services, and student performance through a variety of media.
 - 2. The district has procedures to involve community members in educational activities.

August, 2009

3. District leadership identifies preschool opportunities available to children and informs the community on the importance of early childhood education.

26. The board of education, district leadership, and staff ensure the success of all students by being ethical and acting with fairness and integrity.

1. The board of education has adopted and the district leadership enforces a professional code of ethics for all employees.
2. The board of education has adopted and adheres to its code of ethics.
3. The district has written policies and procedures in place to ensure the respect of others' rights.

27. The board of education and district leadership ensure collaboration with state and local agencies and organizations that have responsibility for the success, health, safety, and welfare of their students.

1. The district identifies and advocates for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.
2. The district collaborates with community leaders to collect, describe, and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and organization.
3. The district collects and accurately communicates data about educational performance in a clear and timely way to improve policies and inform community decisions.
4. District leadership implements processes to ensure regular collaboration with other agencies/organizations to respond to student needs in a timely manner.

RESOURCE STANDARDS

Information submitted by each district on the October core submission will be used by DESE to develop the Resource Report. District staff is responsible for reviewing the Resource Report prior to the on-site review. Corrections to the Resource Report should be made prior to the end of the on-site review. Districts that want to use an alternative approach to meeting a Resource Standard must receive written approval prior to implementing the alternative.

PROGRAM OF STUDIES

28. Elementary (typically self-contained) - Each elementary student receives regular instruction in reading, language arts, mathematics, science, social studies, comprehensive health, art, music, and physical education. In K-8 elementary schools, students will have access to a total of four exploratory classes.

1. Each elementary student will receive regular instruction in reading, language arts, mathematics, science, social studies, comprehensive health (Including tobacco, alcohol and other drug prevention; medically accurate HIV/AIDS and STI prevention education; nutrition; physical activity; injury prevention and safety; anti-bullying; and violence prevention), and career awareness education. Instruction in each of the core areas will reflect the Show-Me Standards.
2. Each elementary student will receive instruction in art, music, and physical education for a minimum of 50 minutes in each area each week (25 minutes in each area for half-day kindergarten classes). These classes shall be taught by teachers certificated in these fields.
3. If the district is a K-7 or K-8 elementary district, the following must also be addressed:
 - a. Beginning no later than seventh grade, regular instruction in the United States and Missouri Constitutions, and American History and Institutions will be provided (as required by Section 170.011, RSMo).
 - b. Students in grades 7-8 will have access to a total of four exploratory classes (e.g., speech, agriculture, family and consumer sciences, industrial technology, foreign language, computer literacy, developmental reading). Each class is taught for a minimum of 1,200 minutes each year.

29. Junior High/Middle School (typically departmentalized) - Each junior high/middle school student will receive regular instruction in language arts, mathematics, science, social studies, career education, health, and physical education and will have access to art and music plus four exploratory classes. Students in grades 7-8 will have regular instruction in United States and Missouri Constitutions and American History and Institutions.

1. Language arts, mathematics, science, and social studies are scheduled and taught to all students for at least 900 minutes each week in the aggregate (or 1,800 minutes every two weeks).
2. Physical education is scheduled and taught to all students for a minimum of 3,000 minutes each year and health (including tobacco, alcohol and other drug prevention; medically accurate HIV/AIDS and STI prevention education; nutrition; physical activity; injury prevention and safety; bullying and violence prevention) and safety education is scheduled and taught to all students for a minimum of 1,500 minutes each year.

August, 2009

3. Art and music are scheduled and taught so that all students have access to each for a minimum of 1,500 minutes each year.
4. Students in grades 7-8 will have access to a total of four exploratory classes (e.g., speech, agriculture, family and consumer sciences, industrial technology, foreign language, computer literacy, developmental reading). Each class is taught for a minimum of 1,500 minutes each year.
5. Beginning no later than seventh grade, regular instruction in the United States and Missouri Constitutions, and American History and Institutions will be provided (as required by Section 170.011, RSMo).
6. Beginning no later than eighth grade, instruction in algebraic concepts and logic will be available to all students.

August, 2009

- 30. High School - Each high school has a current minimum offering of at least 42.0 units of credit, with sufficient sections in each course to meet the needs of all students in grades 9-12 and the state high school graduation requirements. These courses are distributed as follows:**

	<i>MINIMUM STANDARD</i>	<i>DESIRABLE STANDARD</i>
English/Language Arts/Communication	6.0	10.0
Foreign Language (Must include two units of one language.)	2.0	4.0
Social Studies (Minimum must include one unit each of American History and World History, 1/2 unit or equivalent of American Government. Regular instruction in U.S. and Missouri Constitutions, as well as American History and Institutions, must be provided, as required by Section 170.011, RSMo. Desirable must also include 1/2 unit of Geography.)	5.0	6.0
Mathematics (Minimum must include Algebra I and two units from Algebra II, Geometry, Trigonometry, Calculus, and Math Analysis. Desirable must include Algebra I and three units from the above list.)	5.0	6.0
Science (Must include one unit each of Biology, Chemistry, and Physics.)	4.0	6.0
Fine Arts (Must include both Art and Music.)	2.0	6.0
Career Education (Must include a broad range of DESE-approved offerings that support or lead to employment or related post-secondary education based on students' needs and interests in Agricultural Education, Marketing Education, Family and Consumer Sciences Education, Business Education, Industrial and Engineering Technology, and Health Sciences. Four career education program areas must be represented each year or the district must demonstrate a pattern of student participation in four or more career education program areas over the past two years.)	12.0	20.0
Physical Education	1.0	2.0
Health (e.g. tobacco, alcohol and other drug prevention; HIV/AIDS and STI prevention education; nutrition; physical activity; injury prevention and safety; bullying and violence prevention)	0.5	1.0
Practical Arts (Includes noncareer education courses which provide practical experiences for students (e.g., Driver Education, Computer Education, Computer Literacy) and career education credits exceeding the minimum standard of 12.)	4.0	8.0
Personal Finance	0.5	
TOTAL	42.0	69.0

August, 2009

Options:

1. Districts may meet any course requirement by providing opportunities for all students to attend a high school and/or area career center school in a neighboring district or by participating in other approved delivery systems (i.e., correspondence courses, satellite classes, virtual courses).
2. In three-year high schools (grades 10-12), additional curriculum offerings at grade nine may be added to meet curriculum requirements.
3. Two advanced courses in any subject area may be offered on an alternating-year basis to meet content/subject area requirements. Alternating-year course credits are counted to meet individual subject area credit requirements, but are not counted toward meeting the overall total of 42 credits.
4. For purposes of counting credit under this standard, repetitive classes such as Band, Chorus, Glee Club, and Physical Education (unless clearly differentiated) will count as one (1) unit.

CLASS SIZE/ASSIGNED ENROLLMENTS

31. **Class Size and Assigned Enrollments - Enrollments will be consistent with both class-size standards and total enrollment requirements.** (Class sizes in all categorically funded programs must meet the class-size standards for that program.)

1. Student enrollment in individual classes will be consistent with the following guidelines:

<i>GRADES</i>	<i>MINIMUM STANDARD</i>	<i>DESIRABLE STANDARD</i>
K-2	25	20
3-4	27	22
5-6	30	25
7-12	33	28

2. Full-time elementary art, music, physical education, and computer teaching specialists shall serve no more than 750 students per week.

Options:

1. Student enrollment in a classroom may increase by as many as ten (10) students for any period that a teacher assistant assists the classroom teacher full time. A teacher with a half-time teacher assistant may be assigned as many as five (5) additional students. (Aides provided with Title I and special education funds are provided on a needs-specific basis and cannot be used to increase class enrollment.) Teacher assistants used to increase class size must have a minimum of sixty (60) semester hours of college credit from an accredited institution of higher education and a general understanding of the objectives of public education OR must have served as a teacher assistant in a public school for at least two (2) years, with the most recent year being the 1998-1999 school year, and annually attend at least fifteen (15) clock hours of professional development. Teacher assistants without a baccalaureate degree and appropriate certification may assist in activities assigned by and under the direct control of the classroom teacher. Teacher assistants with a baccalaureate degree and an appropriate teaching certificate may initiate instruction and work independently. Teacher aides not used to increase class size must have a minimum of a high school diploma (or GED certificate) and competency in the duties to be performed. (See the Federal Programs Manual for guidelines on the use of aides and clerks for Title I.) School districts are encouraged to provide additional professional development for their teacher assistants and teacher aides to optimize the acquisition and application of skills. Professional development activities should be in addition to general orientation workshops provided by the district for support staff.
2. Elementary school classes may enroll students from two (2) consecutive grade levels (example: grades one and two, grades two and three). Total enrollment in such classes shall not exceed the class-size standards listed above for the lowest grade included in the combination.
3. High school beginning and advanced levels of a subject in the same class may be combined (example: Spanish I and Spanish II). Total combined enrollment in each class shall not exceed fifteen (15) students.

August, 2009

4. High school advanced levels of a subject in the same class may also be combined (example Spanish III and Spanish IV). Total combined enrollment in such classes shall not exceed twenty (20) students.
5. Enrollment in performing-arts classes may exceed regular class-size limits if adequate supervision and facilities are provided.
6. High school physical education classes may enroll up to forty-five (45) students.

INSTRUCTIONAL SUPPORT STAFF

32. **Library Media Staff** - Certificated librarians and/or library media specialists are assigned consistent with the following ratios, based on the student enrollment at each building:

<i>MINIMUM STANDARD</i>		<i>DESIRABLE STANDARD</i>	
<u>Students</u>	<u>FTE</u>	<u>Students</u>	<u>FTE</u>
1-200	.20	1-150	.20
201-400	.40	151-300	.40
401-600	.60	301-450	.60
601-800	.80	451-600	.80
801-1000	1.00	601-750	1.00
1001-1200	1.20	751-900	1.20
1201-1400	1.40	901-1050	1.40
1401-1600	1.60	1051-1200	1.60
1601-1800	1.80	1201-1350	1.80
1801-2000	2.00, etc.	1351-1500	2.00, etc.

August, 2009

33. **Guidance and Counseling Staff** - Certificated counselors are assigned consistent with the following ratios, based on the student enrollment at each building:

<i>MINIMUM STANDARD</i>		<i>DESIRABLE STANDARD</i>	
<u>Students</u>	<u>FTE</u>	<u>Students</u>	<u>FTE</u>
1-100	.20	1-75	.20
101-200	.40	76-150	.40
201-300	.60	151-225	.60
301-400	.80	226-300	.80
401-500	1.00	301-375	1.00
501-600	1.20	376-450	1.20
601-700	1.40	451-525	1.40
701-800	1.60	526-600	1.60
801-900	1.80	601-675	1.80
901-1000	2.00, etc.	676-750	2.00, etc.

ADMINISTRATIVE STAFF

34. **Superintendent** -A certificated superintendent is assigned to serve full-time as the district's chief administrative officer.

Options:

1. For a period of one (1) year, any two (2) adjacent districts, that are classified "accredited," may upon prior approval from DESE share a superintendent who possesses a valid Missouri superintendent's certificate. Any two (2) such districts which wish to share a superintendent for more than one (1) year, shall obtain prior approval from the State Board of Education.
2. A superintendent of schools in a district which employs twenty-five (25) FTE or fewer certificated staff members and who holds a valid Missouri superintendent's certificate may serve as the secondary principal, the elementary principal, or both, regardless of certification as a principal, in addition to serving as the chief administrative officer of the district.
3. Elementary districts (K-8) with over twenty-five (25) FTE certificated staff members must employ a certificated superintendent as chief administrative officer. Elementary districts with twenty-five (25) FTE or fewer certificated staff members may employ either a certificated superintendent or certificated elementary principal as chief administrative officer.

August, 2009

35. **Associates/Assistants to the Superintendent** - Associates/assistants to the superintendent in the areas of curriculum and instruction must have, as a minimum, a master's degree and a valid Missouri teaching certificate. All other associates/assistants to the superintendent should have appropriate training in their field.

<i>MINIMUM STANDARD</i>	
<u>Certificated Staff Members (FTE)</u>	<u>Assistants to Superintendent (FTE)</u>
1-100	0
101-200	1
201-300	2
301-400	3
401-500	4
501-600	5
601-700	6
701-800, etc.	7, etc.

Assistant superintendents must have a master's degree and a valid Missouri teaching certificate if their primary responsibilities involve the areas of curriculum and instruction. Other assistant superintendents should have training in their field (i.e., an MBA might be appropriate for an assistant superintendent of finance). Please note that there is no reference to title in this requirement. Whether districts elect to call the people occupying these positions associate superintendents, deputy superintendents, assistant superintendents, assistants to the superintendent, coordinators, or directors is a local option.

36. **Principals/Building Administrators** - Certificated principals, career education directors, and assistant administrators are employed and assigned consistent with the MSIP staff ratios:

<i>MINIMUM STANDARD</i>		<i>DESIRABLE STANDARD</i>	
<u>Students</u>	<u>FTE</u>	<u>Students</u>	<u>FTE</u>
1-100	.25	1-300	1.00
101-200	.50	301-375	1.25
201-300	.75	376-450	1.50
301-500	1.00	451-525	1.75
501-600	1.25	526-600	2.00, etc.
601-700	1.50		
701-800	1.75		
801-1000	2.00, etc.		

August, 2009

CERTIFICATION/PLANNING TIME

37. **Teacher Certification** - All administrators and teachers must be appropriately certificated for their assignments in accordance with the guidelines contained within the Core Data Manual (Exhibit 10: “Course Code/Certificate”).
38. **Planning Time** - Each full-time classroom teacher, including kindergarten teachers, shall have a minimum of two hundred fifty (250) minutes of scheduled planning time each school week. It is desirable to have fifty (50) minutes of planning time each day. Planning time is calculated between the official start and close of the school day and does not include travel time, lunch time, or time before or after school. (Planning time is not required for administrators, counselors, or librarians.)

INSTRUCTIONAL RESOURCES

39. **Electronic Instructional Resources** – Electronic instructional resources and equipment that support and extend the curriculum are readily available to instructional staff and students.